EMPLOY VISUALS

* Instructional videos in native language YouTube **2**
* Posters of artists they can identify with from native language e.g., Diego Rivera Frieda Kahlo Native American art African art **2**
* Picassa—put students art up on the web and make a presentation **0- online photo posting service**
* Create video of their culture and share **2**
* Models **1**
* Realia **0 actual artifacts which come from a specific culture**
* Charts, diagrams, time line **2**
* Color code **2 guided language acquisition and development, help students chunk information**

BUILD ORAL LANGUAGE

* Talk to students and ask questions **2**
* Cognates (equality, egalidad, dictionary, dictionario, fiction, ficion, radio, radio) **1**
* Draw upon previous experience **2**
* Graphic organizers **0- have more substance than concept map: e.g. Visual metaphor or pyramid, t-chart**
* Concept webs **2 vs. concept map which is more linear**
* Read aloud **2**
* Predictions **2- reading a story, ask students to predict then later reflect on why do you think this happens- opens up story for student, get kids to think about what they are thinking- metcognition**

ACTIVATE PRIOR KNOWLEDGE

* KWL **2**
* Free write **2**
* Brainstorm **2**
* Admit slips **1- have students write what they know about what you are about to teach**
* Key words **2**
* Concept Map **2**
* Relate topic to students’ experience **2**

USE PRE-READING ACTIVITIES

* Tea party **0- cards with names of characters, introduce themselves**
* Character quotes **2**
* Historical background **2**
* Author biography **2**
* Journaling or diary entry: When has this happened in your life **2**
* Partner texts (movie, article,) **2**
* Four corner exercise **2**
* Highlight vocabulary or concepts which will appear in the text **2**
* Anticipation guides **0- same as predictions**
* Examine text structure **1**

DEVELOP VOCABULARY

* Translate into English (limited) **2**
* Create bingo charts with vocabulary **2**
* Word of the week **2**
* Role play **2**
* Make posters **2**
* Vocabulary tree **0- actual tree, roots as actual roots of the works, branches are the words that came off of it**
* Jeopardy **2**
* Game of parachute man **0- hang man**
* Four square (definition, image, what it’s is like, what is is not like) **1**
* Word ladder (categorize) **0- variety of ways, perhaps like categorizing past tense, present tense, future tense?**
* Knowledge rating scale (know it, seen or heard it, no clue) **1**
* Mime **0- miming vocabulary, gets kids up and interacting**
* Foldables **1**
* Root words, prefixes, suffixes **1**
* Repetition of vocabulary (written, picture, sound) –with power point **2**
* Etymology **1-**
* Students circle unfamiliar words on worksheet **2**

SUPPORT COMPREHENSION

* Use graphic novels **2**
* Watch a movie and compare to the book **2**
* Read a summary to get the basic idea **2**
* Listen to books on tape while reading **2**
* Read highlighted materials **2**

TEACH READING STRATEGIES

* Identify problem areas, reread up to that point, reread after that point, look **2**
* Read small section, chunk or paraphrase or summarize **2**
* Reciprocal reading (listener paraphrase what reader said aloud) **2**
* Silent sustained reading (reading logs with page number) **2**

SUPPORT STUDENTS’ LANGUAGE AND CULTURE

* Include musical repertoire from many cultures **2**
* Ask ESL student a word rest of class doesn’t know. Use in vocal warm-ups **1**
* Random words throughout classroom in various languages **2**
* World map, different colored push pins representing family heritage (red where family is from; blue where student has been; green where student wants to go) **2**
* Invite students who know about cultural event associated with text **2**
* Translate “target foreign language” into English and the home language **2**
* Image on the overhead, where is it from? **2**
* Bilingual dictionaries **2**

USE INTERACTIVE ACTIVITIES

* Buddy reading **2**
* Students interview each other**2**
* Think Pair Share **0**
* Jigsaw **2**
* Role Play **2**
* Madlib (using vocabulary) **2**

ADJUST TEACHER TALK TO INCREASE COMPREHENSION

* Be aware of cultural references **2**
* Check frequently for comprehension **2**
* Paraphrase **2**
* Repetition of key words and concepts **2**
* Increase wait time **0**
* Slow down, vary pace and tone **2**
* 10-2 strategy **0**
* Relate to daily life experience **2**
* Use shorter sentences, subject—verb-object order **2**